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ABSTRACT

A statistical analysis of the Every Student Survey (1970) made in Canada examines language and occupational categories of students involved in current ESL programs. The initial analysis of the results indicates that students whose parents held low-income jobs are more likely to be found in special vocational and two-year programs than children whose parents held high-income jobs. Students of English as a second language were determined to be twice as likely to have parents in the lower occupation categories as children who learned English as a mother tongue. This report presents 10 tables of statistical data which further refine the initial analysis of the survey. (RL)

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PROGRAMME PLACEMENT RELATED TO SELECTED COUNTRIES OF BIRTH AND SELECTED LANGUAGES

(Further Every Student Survey Analyses)

E. N. Wright

#99

October, 1971

PROGRAMME PLACEMENT RELATED TO SELECTED COUNTRIES OF BIRTH AND SELECTED LANGUAGES (FURTHER EVERY STUDENT SURVEY ANALYSES)

INTRODUCTION

The Every Student Survey (Wright, 1970) examined students' progress and placement in the school system in relation to mother tongue and occupation of parents. The data showed, among other things, that students whose parents held low income jobs are more likely to be found in special vocational and two-year programmes than children whose parents held high income jobs. The data also showed that children who learned English as a second language but who were born in Canada were the most likely to be in five-year programmes (and not in special vocational or two-year programmes); whereas, the children who learned English as a second language but who were born outside Canada were the least likely to be in five-year programmes. Other analyses looked further at the relationship between age on arrival and programme placement.

Informative though these analyses were, they did not take into account the possibility that the occupations held by the parents of children who learned English as a second language might be different from the occupations held by parents of children who learned English as a mother tongue.

In a separate report (Wright & McLeod, 1971) which was prepared in conjunction with this report, it is indicated that those children who learned English as a second language are almost twice as likely to have parents in the lower occupational categories as children who learned English as a mother tongue. This report also demonstrated that the proportion

of parents in various occupational categories differs among language groups. It is therefore essential to reanalyse the data from the Every Student Survey more intensively, examining both the language categories and the occupational categories simultaneously. This procedure will clarify the nature of the relationships.

RESULTS

The finer analysis of data generated literally hundreds of percentages. When looking at the individual language groups, percentages for some occupational categories were based on extremely small numbers, as few as two or three students. Occupational category 2, the lowest income group for those who are employed, is the largest category for just about every group and because it seems that the variation in the proportions of parents in occupational category 2 partially accounts for the results reported in the Every Student Survey, it was decided to select occupational category 2 in all cases to provide a consistent basis of comparison. Even when the data are limited in this way, a large number of comparisons among percentages are possible. Not all possible comparisons have been tested statistically for significant difference. While the general findings are reported in the following text, the reader may wish to make specific comparisons and to facilitate this, Appendix B has been provided to enable the reader to make judgements about the statistical significance of any comparisons he wishes to make.

New Canadian Status and Occupation

Tables 1 through 4 document the relationship of occupation to placement within each of four separate categories -- Table 1 for students

born in Canada and for whom English was their mother tongue; Table 2 for students who were born in Canada and for whom English was not their mother tongue; Table 3 for students not born in Canada and for whom English was their mother tongue; Table 4 for students not born in Canada for whom English was not their mother tongue.

When the data are divided into these finer categories, some groups have very small numbers of students. Where there is only a small number of students, it is risky to make generalizations; indeed, the smaller the number, the greater the risk (see Appendix B). Therefore, as a warning to the reader, a line has been drawn through any set of data which is based on a group of fewer than 100 students. One matter which may be of interest to the reader is the fact that sometimes it is among secondary school students only that a small number of students is found. This is truest when immigration from a given country has been recent and there are few "born in Canada" students who are old enough to be in secondary schools. (Students who were in ungraded programmes, New Canadian classes or for whom information was not available regarding placement were excluded from all analyses in this report.)

In all tables, occupational category 1 -- "no information" -- was excluded as was category 15 -- "student on his own." The former because it was not informative; the latter because there were only 60 students who fell into this category in the whole school population.

Only a few criteria are reported in the following results. In elementary schools the percentage of pupils in special classes (subdivided into two groups, "A" and "B") is reported. In the secondary schools the percentages in Special Vocational schools, two-year programmes and five-year programmes are reported. Although the proportions in four-yea-

programmes are not reported in these tables, they can be calculated by subtracting the secondary school totals from 100%.

Because the reader may not have access to The Every Student Survey, the explanation of Special Class "A" and Special Class "B" is repeated here.

In terms of the labels for special classes a couple of years ago "...special classes were divided into two groups; group "A" includes opportunity, academic vocational, and pre-vocational classes, group "B" includes the deaf, limited vision classes, etc."

In examining Table 1, the relationship between occupation and placement in special class or secondary school programme is apparent. As one moves from occupational category 2 to occupational category 9, there is a steadily decreasing percentage of students in Special Class "A", Special Vocational programmes and two-year programmes while the percentages in five-year programmes show a steady increase. Among the elementary school students where the head of the household is unemployed, 11.5% are in Special Class "A" and where the head of the household was reported as on Welfare or Mother's Allowance, 14% were in Special Class "A". This compares to the 5% that were in Special Class "A" from occupational category 2 and the ½% from occupational category 9 which included accountants, lawyers, etc.

Table 2 provides an opportunity of examining the distribution of students who though born in Canada did not learn English as a mother tongue. The percentages of students in special classes and Special Vocational programmes or two-year programmes is smaller in all cases than in Table 1. Although the pattern remains similar to that in Table 1, the pattern is not quite as regular.

The irregularity can be seen, for instance, in the column entitled "Special Vocational Programme." In reading down the column from occupational category 2 to occupational category 9, one notes that the progression is not regular, with occupational categories 8 and 6 being somewhat larger than the value for the preceding category. However, the percentages are very small (2% or less) and the numbers of students in each group are in the order of 200 to 400 so the addition or subtraction of one or two students in the Special Vocational programmes would make the pattern as consistent as it is in Table 1.

In Table 3 are data for students who were not born in Canada but who learned English as their mother tongue; this is one of the smallest groups of students. The relationship of occupation to programme placement is again apparent, although, as with Table 2, it is not quite as regular as it was in Table 1. (If the reader wishes to compare Tables 1 and 3 it is best to look either at the columns headed "Special Vocational Programme" or "Special Class 'A'": the effect of the irregular pattern in Table 3, e.g., in occupational category 5 can be noted.)

Table 4 is the most interesting table because these are the students who, in The Every Student Survey, were reported to be most likely in Special Vocational programmes and two-year programmes. When these students are subdivided by their parents' occupations, the percentage of students found in Special Vocational programmes and two-year programmes is frequently less or is very similar to that of the students born in Canada learning English as a mother tongue. It can be seen that this is directly related to the large percentage of students found in the lower occupational category (number 2). The most notable exception is occupational category 6

which (as was noted in the companion report by Wright & McLeod, 1971) has some peculiarities to it, especially as far as the Chinese, Greek and Macedonian-speaking students are concerned.

Tables 1 through 4 then show that whether or not the student was born in Canada and whether or not English was the mother tongue, there is a relationship between programme placement and occupation of head of household.

The data from Tables 1 through 4 can be summarized in various ways. Two ways were chosen for presentation. One way is to limit the comparisons to occupational category 2. The other way is a ranking procedure using information on all occupational categories.

The ranking procedure that was adopted looked at Tables 1 through 4, column by column, for each occupational category. In the column "Special Class 'A'" for occupational category 2, Table 1 with 4.99% is followed by Table 4 with 4.81% which is followed by Table 3 with 4.27% and Table 2 with 2.30%. The tables were then ranked in that order, i.e. Table 1 (or Group 1), followed by Table 4, Table 3 and then Table 2. The same procedure was followed for occupational category 2 through 9, 13 and 14. The average ranks were calculated for each table and on the basis of this for Special Class "A" the order of the groups was 1, 4, 3, 2. Exactly the same ranking was found when the Special Vocational programme was examined. For the five-year programme, the order was exactly reversed - 2, 3, 4, 1.

In looking at the two-year programme, the order 1, 4, 3, 2 is found for the average ranks but in occupational category 2 it will be noted that the order is 4, 1, 3, 2 with group 4 having the largest percentage of students in the two-year programme. When the four language groups were reported in The Every Student Survey, variations in

occupational distribution were not considered. The data in Tables 3 through 4 show that this was misleading. When occupational categories are taken into account, it is observed that the English-speaking student born in Canada is slightly more often in Special Class "A", Special Vocational programmes and two-year programmes than the non-English-speaking immigrant. The major exception to this pattern is found in the two-year programme for occupational category 2 where the percentage of 13.51 for the born in Canada, English-speaking student is lower than the percentage of 15.55 for the non-English-speaking immigrant student.

TABLE 1

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO WERE BORN IN CANADA AND FOR WHOM ENGLISH WAS THEIR MOTHER TONGUE (CATEGORIZED BY OCCUPATION OF HEAD OF HOUSEHOLD)

Occupational Categories	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
2 - labourers, taxi drivers, etc.	12503	4091	4.99	1.29	10.33	13.51	40.65
3 - sheetmetal workers, mechanics, etc.	2866	1115	4.04	1.39	7.08	9.14	49.95
4 - sales clerks, machinists, etc.	1912	931	4.18	1.30	5.80	8.16	55.42
5 - printing workers, electricians, etc.	4505	2026	2.08	1.73	4.14	6.76	58.14
6 - dental technicians, embalmers, etc.	2437	1400	1.96	1.92	2.64	5.07	66.42
7 - musicians, athletes, etc.	1833	938	1.41	1.90	1.06	3.41	73.24
8 - clergymen, librarians, etc.	2393	1217	.96	1.92	1.97	3.77	76.41
9 - accountants, engineers, lawyers, etc.	4322	1939	.25	.97	.51	.92	89.94
10 - retired, Workman's Compensation	186	278	9.67	2.15	8.63	5.39	52.51
11 - Welfare, Mother's Allowance	249	76	14.05	1.20	27.63	27.63	17.10
12 - university students, adult retraining	246	45	2.43	2.03	6.66	13.33	48.88
13 - unemployed	1074	342	11.54	1.58	28.94	13.74	27.48
14 - housewife	3017	957	7.62	1.32	16.19	17.34	34.06
TOTAL	38787	16041	3.83	1.55	6.58	8.53	57.10

TABLE 2

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO WERE BORN IN CANADA AND FOR WHOM ENGLISH WAS NOT THE MOTHER TONGUE (CATEGORIZED BY OCCUPATION OF HEAD OF HOUSEHOLD)

Occupational Categories	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
2 - labourers, taxi drivers, etc.	10351	1964	2.30	1.30	5.14	4.98	66.19
3 - sheetmetal workers, mechanics, etc.	1388	431	2.30	1.58	2.78	4.40	73.54
4 - sales clerks, machinists, etc.	871	288	1.83	1.83	2.77	2.43	76.04
5 - printing workers, electricians, etc.	1008	418	1.48	3.17	1.67	3.82	73.20
6 - dental technicians, embalmers, etc.	894	351	1.45	2.57	2.27	2.84	83.47
7 - musicians, athletes, etc.	719	200	.83	2.50	.50	1.50	80.50
8 - clergymen, librarians, etc.	343	187	.29	3.20	1.60	2.13	85.56
9 - accountants, engineers, lawyers, etc.	399	220	0.00	5.26	.45	1.81	90.45
10 - retired, Workman's Compensation	54	93	3.70	1.85	1.07	2.15	81.72
11 - Welfare, Mother's Allowance	22	12	9.09	0.00	33.33	8.33	41.66
12 - university students, adult retraining	39	8	0.00	5.12	12.50	0.00	62.50
13 - unemployed	439	106	4.78	.91	14.15	9.43	50.94
14 - housewife	355	213	4.22	3.09	7.51	8.92	51.64
TOTAL	17183	4653	2.14	1.78	3.97	4.46	71.30

TABLE 3

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO WERE NOT BORN IN CANADA AND FOR WHOM ENGLISH WAS THEIR MOTHER TONGUE (CATEGORIZED BY OCCUPATION OF HEAD OF HOUSEHOLD)

Occupational Categories	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
2 - labourers, taxi drivers, etc.	1006	609	4.27	1.19	8.21	10.67	43.84
3 - sheetmetal workers, mechanics, etc.	424	208	5.89	.47	8.17	11.53	46.63
4 - sales clerks, machinists, etc.	204	146	1.96	.98	4.79	5.47	59.58
5 - printing workers, electricians, etc.	371	199	2.96	2.15	6.03	7.03	55.77
6 - dental technicians, embalmers, etc.	240	167	1.25	1.66	2.39	7.18	59.28
7 - musicians, athletes, etc.	170	88	1.76	.58	0.00	2.27	69.31
8 - clergymen, librarians, etc.	240	110	.83	2.50	0.00	1.81	76.36
9 - accountants, engineers, lawyers, etc.	545	228	.18	.73	.43	2.63	88.15
10 - retired, Workman's Compensation	7	10	14.28	14.28	0.00	10.00	50.00
11 - Welfare, Mother's Allowance	3	0	0.00	0.00	0.00	0.00	0.00
12 - university students, adult retraining	41	12	0.00	0.00	8.33	8.33	66.66
13 - unemployed	61	41	3.27	0.00	9.75	9.75	48.78
14 - housewife	100	59	6.00	1.00	11.86	16.94	40.67
TOTAL	3504	1953	2.96	1.22	5.27	7.83	57.19

TABLE 4

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO WERE NOT BORN IN CANADA AND FOR WHOM ENGLISH WAS NOT THE MOTHER TONGUE (CATEGORIZED BY OCCUPATION OF HEAD OF HOUSEHOLD)

Occupational Categories	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
2 - labourers, taxi drivers, etc.	8237	4720	4.81	.72	9.59	15.55	43.79
3 - sheetmetal workers, mechanics, etc.	870	557	4.02	1.14	7.54	9.87	55.65
4 - sales clerks, machinists, etc.	415	328	3.37	.72	7.01	6.40	60.97
5 - printing workers, electricians, etc.	549	408	2.36	2.00	2.69	6.86	66.66
6 - dental technicians, embalmers, etc.	359	392	3.06	2.22	6.12	5.35	65.05
7 - musicians, athletes, etc.	256	267	2.34	1.95	2.62	3.37	74.15
8 - clergymen, librarians, etc.	177	146	.56	2.82	2.73	2.73	79.45
9 - accountants, engineers, lawyers, etc.	354	221	.28	3.10	0.00	1.80	87.78
10 - retired, Workman's Compensation	14	63	0.00	0.00	1.58	4.76	69.84
11 - Welfare, Mother's Allowance	9	10	11.11	0.00	30.00	20.00	30.00
12 - university students, adult retraining	201	31	1.49	0.00	0.00	9.67	70.96
13 - unemployed	542	311	7.01	.36	18.97	14.14	37.94
14 - housewife	209	221	5.74	.47	8.59	13.57	45.70
TOTAL	12493	7933	4.31	.94	8.37	12.46	61.11

Single Parent Families

Because many students in special classes reported the head of the household to be "housewife" (mother only) it seemed appropriate to undertake a separate analysis according to whether mother only was present, father only present or whether neither parent was present. These data are summarized in Table 5.

The data are presented for each group as a whole as well as for selected occupational subgroups within total family composition groups. Occupational category 2 is presented for each group because it seems to provide the best basis for comparison among groups. Other occupational groups are included when they seem particularly informative about a family composition category.

As noted in The Every Student Survey (Wright, 1970, pp. 9 & 15) the single parent family or the situation where the student does not live with his parents was most likely to occur among the students who speak English as a mother tongue (categories 1 and 3), especially those born in Canada (category 1). Consequently, it seems most appropriate to compare the data in Table 5 with the data in Table 1. For occupational category 2, there is a similar percentage of students in special classes (i.e. Special Class "A", and Special Vocational) among all Canadian born, English-speaking students and students who come from "mother only" homes. The proportion of students in special classes increases when only the father is present and increases again when neither parent is present, although the differences are not significant for Special Vocational programmes.

For the situation where mother only was present, category 14 was listed separately.

TABLE 5

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO DID NOT HAVE BOTH PARENTS IN THE HOME (CATEGORIZED USING SELECTED OCCUPATIONAL CATEGORIES)

Occupational Categories	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
Only Mother Present							
2	1133	640	4.50	1.50	9.68	13.90	47.81
14	3522	1383	6.92	1.39	13.37	15.25	38.97
TOTAL	8450	4006	4.80	1.50	8.03	11.43	51.52
Only Father Present							
2	431	291	7.19	1.39	11.34	15.80	38.14
TOTAL	1012	732	5.73	1.48	8.06	10.92	51.77
Neither Parent Present							
2	167	186	9.58	2.99	10.75	19.89	30.10
8	~~77~~	~~90~~	~~14.28~~	~~10.38~~	~~21.11~~	~~23.33~~	~~25.55~~
14	~~87~~	~~40~~	~~10.34~~	~~2.29~~	~~25.00~~	~~10.00~~	~~32.50~~
TOTAL	693	900	7.64	8.51	12.33	12.55	42.66

In the category "Neither Parent Present," occupational category 14 ("housewife") was listed again as a matter of possible interest, although the number of students was small. Occupational category 8 includes a relatively large number of students, over 10 per cent of the group. This large percentage occurs because those students who report living in a group home usually indicated that it was under the direction of a social worker (category 8 was the occupational category for social workers). This is not the case for every student in occupational category 8, but it is true for many of them. This category is also important because it contributes heavily to the number of students found in Special Class "A", Special Vocational programmes and two-year programmes.

Selected Countries of Birth
(England and Scotland, United States, West Indies)

Because of the interest in the West Indies which has developed in response to the increasing number of immigrants coming from the Caribbean (see In the course of discovery -- West Indian immigrants in Toronto schools, Schreiber, 1970), it was decided to run a special analysis for students born in the West Indies. The reader is warned that the definition of West Indies includes a large number of sources of immigrants, including Guyana. Appendix Table 10 lists the countries included under the general heading "West Indies" and the number of students born in each of these places. It was also decided to examine two other major sources of English-speaking immigrants, Great Britain (i.e. England and Scotland) and the United States.

Table 9 in the Appendix presents the occupational distribution of parents of students from these three areas. Table 6 summarizes this information by presenting the number of students from each area

in occupational categories 2 and 9. Category 9 was included in this table because it was the largest occupational category for the parents of students born in the United States. Thus, for purposes of comparison, both categories 2 and 9 are presented.

A much larger percentage of the students born in the West Indies is found in Special Class "A" or Special Vocational programmes than students born in the other two countries. The large percentage of West Indian students in Special Vocational or two-year programmes is even striking when compared with English-speaking immigrants in general (Table 3). However, when making comparisons with Table 3 under the column "5-Year Programme" the proportions for West Indian students and English-speaking immigrants in general are similar. The explanation lies in the relatively smaller proportion of West Indians in the four-year programmes.

TABLE 6

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO WERE BORN IN GREAT BRITAIN*, THE UNITED STATES, OR THE WEST INDIES**
(CATEGORIZED BY SELECTED OCCUPATIONAL CATEGORIES)

Occupational Categories[a]	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
Born in England and Scotland							
2	498	277	2.81	1.40	3.61	6.13	58.84
9	183	105	.54	.54	0.00	1.90	88.57
TOTAL	1532	960	1.56	1.82	1.77	3.85	66.56
Born in the U.S.							
2	~~72~~	~~18~~	~~2.77~~	~~2.77~~	~~5.55~~	~~16.66~~	~~27.77~~
9	245	~~72~~	0.00	1.63	~~0.00~~	~~1.38~~	~~94.44~~
TOTAL	589	201	.84	2.54	1.99	4.47	76.61
Born in the West Indies							
2	409	195	5.62	.48	14.35	14.35	45.64
9	~~82~~	~~40~~	~~0.00~~	~~4.87~~	~~2.50~~	~~10.00~~	~~75.00~~
TOTAL	1214	616	5.18	1.15	9.74	13.96	54.05

* Students reported having been born in Great Britain, England or Scotland.
** Includes Guiana (see Appendix, Table for list of various islands which were included.)
a See Appendix, Table for distribution of occupational categories for the three countries.

Selected Mother Tongues

When the students are categorized by mother tongue, it is also important to categorize them according to whether or not they were born in Canada. Once again, to control for the variation in parents' occupations, category 2 has been selected as a representative occupation to provide a basis of group comparison. Occupational category 2 is by far the largest occupational category. In examining the tables, it is quite apparent that subdividing the population by both language and occupation reduces the number of students in some categories to the point where comparisons can no longer be made with confidence.

Table 7 presents the data on programme placement for occupational category 2 alone, and Table 8 presents the data without subdividing by occupation. Table 8 must therefore be treated more cautiously as it does not take variations in occupation into account. The distribution of occupations for these various language groups over all occupational categories can be found by looking at the companion report (Wright & McLeod, 1971).

Care is required in interpreting Table 7 because many of the apparently large differences are not significant as there are only a few students in some groups. However, a few differences are so large as to be both statistically significant and noteworthy. (Refer to Appendix B in order to judge which differences are and are not significant.)

Among the students born in Canada, those who learned French as a mother tongue are distinctive. A comparatively large percentage are in Special Class "A", Special Vocational programmes and two-year programmes. Relatively few are in five-year programmes. Polish, Ukrainian and German students are more likely to be found in five-year programmes than the

Italians, whereas the Italians are more likely to be found in the Special Vocational programme.

The second part of this table presents data on students who were not born in Canada. Among these students, the Chinese and Germans stand out as having relatively large percentages in five-year programmes and small percentages in Special Vocational and two-year programmes. The Polish students fall into an intermediate position with a similar proportion of students in Special Vocational programmes but a smaller proportion in five-year programmes. Amdng the language groups reported, the Italian, Greek and Portuguese students are the most likely to appear in Special Vocational and two-year programmes and least likely to appear in five-year programmes.

The data in Table 8, although they ignore variations in occupation, lend support to these statements. Among those students born in Canada, once again the French group appears most likely to be in Special Vocational programmes, while the Chinese, Polish, Ukrainian and German groups are the least likely to be in these programmes; the Italian group occupies an intermediate position. Among those students not born in Canada, the Italian, Greek and Portuguese have similar percentages in Special Vocational programmes as well as in two-year programmes.

At the elementary level, among those not born in Canada, there are significantly fewer Greek students in Special Class "A" compared to the Italian and Portuguese. This pattern can be found in Table 7 and the differences are significant in both sections of the table. This contrasts with the pattern at the secondary level where the percentages of Greek, Italian and Portuguese groups in Special Vocational programmes are not significantly different.

In all comparisons, the Chinese-speaking students have the largest percentage of students in five-year programmes, although the percentage is not always significantly different when compared to other language groups.

TABLE 7

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO DID NOT LEARN ENGLISH AS A MOTHER TONGUE
(CATEGORIZED BY MOTHER TONGUE)
(ONLY THOSE WHERE THE HEAD OF THE HOUSEHOLD WAS CATEGORIZED AS BEING IN OCCUPATIONAL CATEGORY 2 ARE INCLUDED)*

Mother Tongue	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
Born in Canada							
Italian	4454	441	2.96	1.18	8.84	5.44	58.04
Greek	1242	~~24~~	1.61	.40	~~12.50~~	~~8.33~~	~~66.66~~
Portuguese	630	~~7~~	1.58	1.58	~~28.57~~	~~0.00~~	~~42.85~~
Chinese	1184	~~78~~	.08	0.00	~~1.28~~	~~0.00~~	~~84.61~~
Polish	481	310	.83	.62	1.61	5.16	67.41
Ukrainian	535	364	1.86	.74	.54	3.02	78.84
German	406	113	2.21	1.72	.88	4.42	72.56
French	196	193	7.65	2.55	18.65	13.47	27.46
Not Born in Canada							
Italian	3145	2188	5.88	1.04	11.56	15.53	39.85
Greek	1152	364	3.21	.52	10.71	21.70	34.89
Portuguese	2089	651	5.88	.57	15.82	26.57	31.18
Chinese	461	370	1.30	.21	2.43	4.86	71.35
Polish	275	307	3.63	.72	2.60	11.40	50.81
Ukrainian	~~57~~	~~85~~	~~0.00~~	~~0.00~~	~~0.00~~	~~4.70~~	~~70.58~~
German	126	141	.79	0.00	3.54	6.38	58.15
French	~~64~~	~~55~~	~~1.56~~	~~0.00~~	~~1.81~~	~~10.90~~	~~54.54~~

* Occupational Category 2 includes occupations such as labourers, truck drivers, taxi drivers, waiters and porters. The following table (Table *) presents the data in a similar manner but does not subdivide the students by parents' occupations.

TABLE 8

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS AND PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS WHO DID NOT LEARN ENGLISH AS A MOTHER TONGUE*
(CATEGORIZED BY MOTHER TONGUE)

Mother Tongue	Number of Students		% of Elementary Students in		% of Secondary Students in		
	Elementary	Secondary	Special Class "A"	Special Class "B"	Special Voc. Programme	2 Year Prog.	5 Year Prog.
Born in Canada							
Italian	5987	703	3.03	1.31	7.96	5.97	59.31
Greek	2117	~~82~~	1.41	.33	~~6.09~~	~~6.09~~	~~69.51~~
Portuguese	820	~~11~~	1.46	1.58	~~18.18~~	~~0.00~~	~~63.63~~
Chinese	1912	237	1.09	.36	1.26	.42	86.07
Polish	883	650	1.24	.33	1.07	4.00	72.61
Ukrainian	1068	931	1.87	.46	.21	2.36	83.35
German	988	337	1.31	1.31	1.48	2.67	76.26
French	591	487	7.10	2.87	16.63	12.52	37.98
Not Born in Canada							
Italian	3992	2933	6.16	1.02	12.17	15.00	40.50
Greek	1662	617	2.88	.42	9.23	17.66	41.65
Portuguese	2808	950	5.59	.60	15.89	23.68	34.73
Chinese	938	776	.85	.31	1.54	3.22	77.06
Polish	410	523	3.65	.48	2.10	8.03	60.22
Ukrainian	108	176	.92	0.00	.56	3.40	74.43
German	297	375	1.34	1.01	1.60	2.93	70.13
French	153	124	1.96	0.00	1.61	7.25	60.48

* For purposes of comparison and because a large number of these students had parents in Occupational Category 2, the previous table (Table 7) presents the data in the same format but only for students whose parents were in Occupational Category 2.

SUMMARY AND DISCUSSION

Further analyses of The Every Student Survey data showed that occupations were not equally distributed among the various language groups. For example, almost two-thirds of the students who learned English as a second language had parents in the lowest occupational category compared to about one-third of the students who learned English as a mother tongue. It was essential, therefore, to do a more detailed analysis of the data controlling for the variations in parents' occupations. In such a fine-grain analysis, many subgroups contain only a few students so that only programme placement and placement in special classes could be considered. To examine age-grade data as was done in The Every Student Survey would have further divided the subgroups into even smaller and more numerous groups.

The four groups formed by whether or not English was a mother tongue and whether or not the student was born in Canada yielded a different ranking when occupation was controlled than appears from The Every Student Survey data. The born in Canada, English-speaking students were slightly more likely to be in Special Vocational programmes and Special Class "A" than the non-Canadian born student who spoke English as a second language; this is a reversal of the order reported in The Every Student Survey. The non-Canadian born student who learned English as a mother tongue was less likely to be in Special Class "A" or a Special Vocational programme than either of these groups and the Canadian born student who learned English as a second or additional language was the least likely to be in Special Class "A" or a Special Vocational programme.

The data were examined in terms of student placement for those who did not come from homes where both parents were present. As had

been shown before, the homes where the head of the household was a mother (not employed) had a larger proportion of students who were in Special Class "A" or Special Vocational programmes. Where the mothers were employed, however, the percentages for the "Mother Only" group were similar to those of the English-speaking Canadian born students. The "Father Only" group was slightly more likely to be in Special Class "A" or Special Vocational programmes than the "Mother Only" group, but most differences were not significant. When neither parent was present, the students were more likely to be in Special Class "A" or Special Vocational programmes.

In examining country of birth, three areas were selected to represent the mother countries of many of our English-speaking immigrants: Great Britain, the United States and the West Indies. When occupation was controlled, it appeared that students born in the West Indies were somewhat different from the other two groups in programme placement. They were about equally likely to be in five-year programmes but more likely to be in special classes, Special Vocational schools and two-year programmes. They were less likely to be in four-year programmes.

The seven largest non-English language groups were examined. Among those who were born in Canada, the French language group had the largest percentage in Special Vocational programmes, two-year programmes and Special Class "A". Among those not born in Canada more Greek, Italian and Portuguese were in Special Vocational programmes than Chinese, Polish, and German.

It is obvious that there a relationship between occupation and programme placement <u>within</u> each of the subgroups that has been studied. The existence of this relationship does not, however, enable us to make predictions about individuals. Many students from every category and subgroup are found in five-year programmes. The problem is to ascertain

what critical factors are directly related to placement. When these are located it may be possible to explain how these factors are related to occupational level. Attitudes may well be among the factors. In a previous study (Crawford & Eason, 1970), parental aspirations and expectations were shown to be related to achievement. Solomon and others (1971) in a study of "lower-class Negro children" found parental behaviours that were related to achievement. There is an implication within the report that programme placement may be related to particular cultural frameworks. Further support for viewing the results from a cultural perspective comes from the differences observed between language groups when occupational level is controlled. Schwartz (1971) studied Japanese-American pupils to try and explain their high scholastic achievement. He concluded that certain traditional values of the Japanese culture were supportive of school achievement. Conversely he notes a disjunction among Anglo pupils' values with which they must cope in order to achieve. Culture, which includes beliefs, values and styles of living and learning, then seems to be a critical variable relevant to school success. Rohwer, in his article "Learning, Race, and School Success" concludes with this sentence, "Perhaps schooling can be redesigned to provide for successful learning among children from all ethnic and SES [socioeconomic status] groups." (Rohwer, 1971, p. 209).

In conclusion it must be noted that the data in this report provide additional support for stating that children of immigrants, children who have had to learn English as a second, or additional, language, are doing well in school and by implication making a contribution to our city and country.

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APPENDIX A

Table 9 - Head of Household's Occupation for Students of Various Countries of Birth

Table 10 - Countries Included Under the General Heading "West Indies"

TABLE 9

HEAD OF HOUSEHOLD'S OCCUPATION FOR STUDENTS OF VARIOUS COUNTRIES OF BIRTH

Occupational Categories	Great Britain* (N = 2508)	U. S. A. (N = 793)	West Indies** (N = 1855)
1 - no information or unknown	2.47	2.40	3.72
2 - labourers, taxi drivers, etc.	31.10	11.48	33.10
3 - sheetmetal workers. mechanics, etc.	11.52	1.89	17.14
4 - sales clerks, machinists, etc.	8.43	2.40	5.88
5 - printing workers, electricians, etc.	12.48	5.17	9.65
6 - dental technicians, embalmers, etc.	7.22	6.30	8.73
7 - musicians, athletes, etc.	4.74	7.94	3.72
8 - clergymen, librarians, etc.	6.50	12.61	3.29
9 - accountants, engineers, lawyers, etc.	11.60	39.97	6.58
10 - retired, Workman's Compensation	.24	.63	.22
11 - Welfare, Mother's Allowance	.04	.25	----
12 - university students, adult retraining	.36	1.76	1.24
13 - unemployed	.92	1.39	3.34
14 - housewife	1.99	5.55	3.13
15 - student on his own	.32	.25	.27

* Students reported having been born in Great Britain, England or Scotland.

** Includes Guiana (see Appendix, Table 10 for list of various islands which were included.)

TABLE 10

COUNTRIES INCLUDED UNDER THE GENERAL HEADING "WEST INDIES"

Country	Number of Students
Antigua	33
Barbados	122
British Guiana	35
British West Indies	95
Cuba	16
Granada	36
Guyana	178
Jamaica	757
Lesser Antilles	29
St. Vincent	32
Trinidad	522
TOTAL	1855

APPENDIX B

TABLE TO FACILITATE COMPARISONS OF PERCENTAGES BETWEEN GROUPS

If the reader wishes to compare percentages for two different groups, this table indicates whether there is a statistically significant difference between the observed values. The following illustration should help explain the table's use.

On page 19, Table 7, it is noted that among those born in Canada, 21.46% of the French and 58.04% of the Italians are in five-year programmes. Is there a significant difference between these percentages? There are 441 secondary school students in the Italian group and 193 secondary school students in the French group. One of the percentages is between 35 and 65 and the other falls in the 20% range. Since the 35 - 65% portion of the table requires the largest difference for significancy, we will go to that part of the table. Since there are over 400 Italians and 200 French, we will read across the 5th line until we come to the second last column. A value of 8.7 to 11 is listed. The actual difference in the two percentages is over 30. Since this value is greater than 11, we can say with some confidence that there is a significant difference (at the .05 level) between the groups in the percentage found in five-year programmes.

For another example in the same table, compare the percentage in Special Class "A" (not born in Canada) for the Chinese and Greek groups. The number of Chinese-speaking elementary school students is 461; the number of Greek-speaking elementary students is 1152. The observed percentages are respectively 1.30 and 3.21. The proper section of the table is the last section, line 2, column 4 (probably column 5 to be on the safe side). The required value in column 5 is reported as 2.6 - 3.2. Since the observed difference is less than 2.6, we can say that there

is no significant difference between these two groups with reference to Special Class "A". If a difference falls between the two tabled values, its significance must be questioned because the upper value is provided as a "safety" factor.

TABLE 11

APPROXIMATE SAMPLING ERROR* OF DIFFERENCES BETWEEN PERCENTAGES OBTAINED FOR TWO DIFFERENT GROUPS OF STUDENTS**

No. of Students	No. of Students							
	2,000	1,000	700	500	100	300	200	100
For Percentages from 35 to 65								
2,000	3.2-4.0	3.9-4.9	4.4-5.5	5.0-6.2	5.5-6.9	6.2-7.8	7.4-9.2	10-12
1,000		4.5-5.6	4.9-6.1	5.5-6.9	5.9-7.4	6.6-8.3	7.7-9.6	10-13
700			5.3-6.6	5.9-7.4	6.3-7.9	6.9-8.6	8.0-10	11-13
500				6.3-7.9	6.7-8.4	7.3-9.1	8.4-10	11-13
100					7.4-8.9	7.6-9.5	8.7-11	11-14
300						8.2-10	9.4-11	12-14
200							10-12	12-15
100								14-17
For Percentages around 20 or 80								
2,000	2.5-3.1	3.1-3.9	3.5-4.4	4.0-5.0	4.4-5.5	5.0-6.2	5.9-7.4	8.2-9.8
1,000		3.6-4.5	3.9-4.9	4.4-5.5	4.7-5.9	5.3-6.6	6.2-7.8	8.4-10
700			4.3-5.4	4.7-5.9	5.0-6.2	5.5-6.9	6.4-8.0	8.6-10
500				5.4-6.4	5.4-6.8	5.8-7.2	6.7-8.4	8.8-11
100					5.7-7.4	6.4-7.6	6.9-8.6	9.0-11
300						6.5-8.4	7.3-9.4	9.2-11
200							8.0-10	9.8-12
100								11-14
For Percentages around 10 or 90								
2,000	1.9-2.4	2.3-2.9	2.6-3.2	3.0-3.8	3.3-4.1	3.7-4.6	4.4-5.5	
1,000		2.7-3.4	3.0-3.8	3.3-4.1	3.6-4.5	4.0-5.0	4.6-5.8	
700			3.2-4.0	3.5-4.4	3.8-4.8	4.4-5.4	4.8-6.0	
500				3.8-4.8	4.0-5.0	4.4-5.5	5.0-6.2	
100					4.2-5.2	4.6-5.8	5.2-6.9	
300						4.9-6.1	5.5-6.9	
200							6.0-7.5	
For Percentages around 5 or 95								
2,000	1.4-1.8	1.7-2.1	1.9-2.4	2.2-2.8	2.4-3.0	2.7-3.4		
1,000		1.9-2.4	2.1-2.6	2.4-3.0	2.6-3.2	2.9-3.6		
700			2.3-2.9	2.6-3.2	2.7-3.4	3.0-3.8		
500				2.8-3.5	2.9-3.6	3.2-4.0		
100					3.4-3.9	3.3-4.1		
300						3.6-4.5		

* The values shown are the differences required for significance (two standard errors) in comparisons of percentages derived from two different subgroups of a survey. Two values--low and high--are given for each cell. The low value is based on the formula $2\sqrt{p(1-p)(1/n_1+1/n_2)}$. The high value is about 1.25 greater than the low value and provides a "safety factor" to allow for departures from "representativeness" of the sample.

** This table was adapted from: Freedman, Whelpton, & Campbell. Family planning, sterility and population growth. New York: McGraw-Hill Book Company, Inc., 1959, pp. 453-459.